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Tutor Teaching Tips

How the Robin Stole Fire (R)

MATERIALS

Leveled reader

Graphic organizer

Game cards;
Game boards

Graphic organizer;
Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *Have you read or heard any stories that tell how things came to be, for example, how zebras got their stripes or how the sun got up in the sky?* If the child is not familiar with folktales, tell him/her that some folktales were used to explain things or events that the people who told them didn't understand. If there is time, tell the child a folktale that you know.

PREVIEW THE BOOK: Show the child the covers of the book, and read the title. Explain that this is an Australian Aboriginal folktale, and that Aboriginal people are native Australians. Ask: *What do you think a story that tells where fire came from might say?*

Have the child look at the pictures in the book and predict what might be happening.

During Reading



10–15 minutes

Ask the child to read pages 3–13 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading



10–15 minutes

RETELL: Ask the child to retell the part of the story he/she read on pages 3–13. If necessary, prompt by asking: *What else happened?*

GRAPHIC ORGANIZER: After reading pages 3–13, have the child write the names of the main characters, and where and when the story takes places. Then have him/her begin to number the events of the story in the order in which they happened. If the child has difficulty, help him/her find the information in the book and read it aloud.

CRITICAL THINKING: Ask the child what he/she thinks the author wanted him/her to think about after reading the story.

VOCABULARY GAME: Place the cards face down in a stack. Take turns selecting a card and reading the words. If either player has the word on his/her game board, he/she should draw an X through the word on the board, or cover it with a counter. Help the child if he/she cannot find the word on the game board, and allow the child to draw an X through the word. The first player to fill the game board with Xs wins the game.

Home Connection

Have the child finish reading the book at home and complete the graphic organizer.

Main Characters		Setting (Time and Place)
Sequence of Events		
	The bird tribe decides to send Tatkanna to steal the fire from Mar.	
	The bird tribe has a celebration and shares the gift of fire with their neighbors.	
	Mar follows Tatkanna back to the tribal camping grounds and fights with Quartang.	
	The bird tribe plans to steal the fire from Mar at a party.	
	Prite follows Mar back to his camp, and then tells the bird tribe where Mar lives.	
	An old man tells the bird tribe the secret of fire.	
	Tatkanna steals the fire from Mar and sets his own breast on fire.	
	Mar left the tribal grounds, sad and depressed.	
	Prite sets the outback on fire as he flees from Mar.	
Author's Purpose		

INSTRUCTIONS: After reading, write the main characters and the setting, and number the events in the order in which they happen. Then write a sentence to tell why you think the author wrote the story.



spear	mock	culture	plan
shimmer	weary	tribe	warmth
ingenuity	village	bravery	tradition
ancient	journey	celebration	prospect
frenzy	elder	outback	hero

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bravery	ancient	spear	celebration
village	prospect	frenzy	ingenuity
elder	tradition	hero	tribe
culture	weary	outback	warmth